



Stephenson (MK) Trust Stephenson Academy Deputy Principal Recruitment Pack



Welcome from the CEO at Stephenson (MK) Trust

Firstly, thank you for your interest in relation to our vacancy for Principal of Stephenson Academy. You will find all the information you need contained within this recruitment pack.

The trust, on behalf of Stephenson Academy, are seeking to appoint an inspiring, compassionate, and dedicated Principal who is eager to make an impact and works to build strong, supportive connections with staff, pupils, families and the wider community.

The trust is deeply committed to inclusivity and enhancing the opportunities for our students. Stephenson MK Trust, as part of the trust, values its reputation as a welcoming and supportive academy, placing significant importance on both pastoral support and personalised academic learning. Prospective candidates should demonstrate unwavering commitment to student progress, displaying innovation and creativity in their approaches and consistently engage in reflection to enhance outcomes for our pupils.

On a personal level we are looking for an exceptional candidate with ambition for, and commitment to, the most vulnerable young people and to ensure that they are given the opportunities to develop their talents so that they can contribute positively to the world they live in when they leave our care.

All children deserve access to the very best leaders and teachers, and we are no different to others in our quest to appoint an exceptional candidate.

Stephenson Academy

Stephenson Academy is a successful SEMH special school, which opened in 2012. It has a main site, which caters for 11–16-year-olds. We have an associated independent sixth form provision for 16–19-year-olds within the Trust. We have recently built a new primary department to expand into years 5 and 6 for pupils aged 9-11 years which has increased our capacity from September 2023 to 117.

As a specialist academy we cater for students who have Education and Health Care Plans with an identified primary need of Social Emotional and Mental Health Difficulties (SEMH), some with associated challenging behaviour. Many of our students have additional special educational needs such as speech, language and communication difficulties, Autistic Spectrum Condition (ASC), attention deficit hyperactivity disorder (ADHD) and mental health difficulties.

We serve Milton Keynes, and the surrounding local authorities when places are available.

In return our trust can offer you:

- An incredible opportunity to lead an exceptional school and work with experienced and successful executive leaders.
- The chance to be part of a growing and forwarding thinking trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.

We welcome visits to Stephenson academy and look forward to receiving your application.

Kathie Hughes

CEO, Stephenson (MK) Trust

Welcome from the Principal of Stephenson Academy

Dear Applicant,

Thank you for the interest you have shown in joining the team at Stephenson Academy and the Wider Stephenson (MK) Trust. The Privilege is mine to serve as the Principal of Stephenson Academy, a school with the vision to make a long-lasting difference to our students' lives, equipping them to be successful members of Society.

Holistic care is central to what we offer, and we have a large therapeutic and intervention team that supports us to better understand our students in a quest to provide the best possible opportunities for students to excel. With the increasing demands on services, it has meant that staff adapt and meet the needs of those we serve which takes dynamism and flexibility. As a school we are on a journey to explore the best ways to meet our students' unique needs, personalities and interest.

We are at an exciting time where we are recruiting a Deputy Principal who is dedicated, enthusiastic and skilled to support school improvement. We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the challenges of the role. This would be ideally suited to someone who is keen to develop and grow within a forward-thinking Trust which places young people at the heart of all that it does.

Visits are encouraged and can be organised through HR.

I wish you well in your application.

Lisa Patterson-Igwe

Principal, Stephenson Academy

About Stephenson (MK) Trust

Strategic Aims

All the Academies within the Stephenson (MK) Trust will:

- Have high aspirations and expectations for the achievement of every student so that they are well prepared for their next steps in life.
- Ensure that all students make progress individualised to their needs within a framework that recognises that progress is measured and celebrated in a variety of equally valid ways.
- Provide ambitious and exciting opportunities through a well-designed curriculum that is supported by a range of measurably effective intervention programmes.

- Develop approaches to learning and wider life experiences that promote independence and confidence from its young people who then make a positive contribution to the community.
- Be committed to the development and maintenance of a range of positive relationships with parents and professionals to support young people.
- Have committed and forward looking leadership and staff that is supported and challenged to improve by Trustees and Governors that know the school well.

We aim to give every student here the best chance to succeed. The wellbeing of our students is our top priority and we have a dedicated multi-disciplinary therapeutic team to support students, their families and staff where appropriate.

We want our students to become happy, successful and independent young people who can make a positive contribution to society. Our students achieve well during their time with us and leave the academies with relevant qualifications and work experience, which supports them in gaining places in further education and employment.

Background

Stephenson (MK) Trust was founded in April 2012 to take responsibility for The Gatehouse School in Milton Keynes, which closed at the end of March 2012 and reopened in April 2012 as Stephenson Academy. Stephenson Academy, an SEMH academy in Milton Keynes, was the first sponsored special school academy in the country and the sponsors are St Paul's Catholic School in Milton Keynes and SERCO. The sponsors worked closely and productively with officers from Milton Keynes Council and the DfE to launch the academy successfully. Dr Neil Barrett had been appointed Headteacher of The Gatehouse School in January 2012 and as the Principal Designate of Stephenson Academy.

The Trust grew from the strong partnership between secondary schools in Milton Keynes in developing the Milton Keynes Behaviour Partnership which opened in 2007 with Dr Neil Barrett as the Partnership Manager. All secondary schools were, and continue to be, committed to the Partnership. When The Gatehouse School, a secondary SEMH special school, was in danger of closing so the Behaviour Partnership worked closely with Milton Keynes Local Authority on the next steps for SEMH provision in Milton Keynes. St Paul's Catholic School took the lead in sponsoring the new academy on behalf of the secondary schools. There are representatives from schools on the Trust Board and on local governing bodies which exemplifies the commitment to working closely with education partners in Milton Keynes. The Behaviour Partnership took responsibility for the PRUs and the arrangements for managed moves and emergency placements between schools. There is an Alternative Education Panel with senior representatives from each school which meets monthly to oversee admissions to Alternative Provision. This forum is chaired by the Executive Principal who is responsible for the agenda setting and working with mainstream schools, both primary and secondary. Oversight of the two partnership groups is undertaken by a Review Group which meets half termly and comprises primary and secondary Headteachers and senior representatives from the Local Authority.

The Behaviour Partnership is now the Milton Keynes Inclusion Partnership and includes, since 2020, the primary sector as well as the secondary sector. There have been no permanent exclusions from secondary schools in recent years and none from primary schools since 2021. The Executive Principal manages the work of the Inclusion Partnership where the primary and secondary Pupil Referral Units are pivotal in supporting the work of the partnership and its aim to eliminate the need for permanent exclusion.

Stephenson (MK) Trust became a multi-academy Trust when the Trust took responsibility for Bridge Academy in October 2013. Bridge Academy is the Alternative Provision for secondary age pupils in

Milton Keynes. Neil Barrett became Executive Principal for both Stephenson Academy and Bridge Academy in October 2013.

Stephenson Academy has grown from a base of 22 students when The Gatehouse School closed to well over 80 students currently. Bridge Academy usually reaches its target of 195 students earlier in each academic year than the previous one. In September 2019, the Trust opened a joint post-16 provision for Bridge Academy and Stephenson Academy students.

The Milton Keynes Primary PRU became the third academy in the Trust in November 2022, it too sits on a good OfSTED judgement.

Stephenson (MK) Trust aims to continue to work closely with Milton Keynes Local Authority, other neighbouring Local Authorities, special schools in Milton Keynes, mainstream secondary schools and those interested in the good of the Trust and its work for the benefit of those that the Trust serves. The Trust is committed to the good of schools and young people in Milton Keynes because of its background and development. It has not sought schools to join the Trust from outside the city but is open to schools from within Milton Keynes who seek to do so.

The Trust responds positively to developments locally and works closely with the Local Authority to provide places to meet the needs of young people locally. Stephenson Academy has recently changed its age range from 11-18 to 9-16. This is to provide primary provision for Year 5 and Year 6 pupils from January 2023 as the current provision in Milton Keynes for SEMH pupils is fully utilised and acknowledges that Post-16 provision in the Trust is now based at Bridge Academy. The Local Authority has provided the funding for a new building to accommodate the primary pupils and this opened in September 2023.



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JOB PROFILE

Post Title:	Deputy Principal Stephenson Academy
Responsible to:	Principal, Stephenson Academy
Grade:	Leadership Spine 16-20

JOB PURPOSE

- To raise standards and achievement in Stephenson Academy ensuring outcomes for all students and groups of students are high and that the proportion of students making at least expected levels of progress is high.
- To rigorously analyse performance data, identifying under achievement and set appropriate targets.
- To play a major role under the overall direction of the Principal in formulating and reviewing School Improvement Plan (SIP), School Evaluation Form (SEF), aims and objectives of the school by: Establishing the policies through which they shall be achieved; Managing staff and resources to that end; Monitoring progress towards their achievement.
- To ensure the management of intervention programmes meet the needs of students as reflected in EHCPs.
- To work closely with the Principal, to manage the development of the special SEMH Academy in Milton Keynes and ensure all statutory requirements and regulations are met.
- To be responsible for leading the school in the Principal's absence.
- To take responsibility for SEN within Stephenson Academy
- To lead on an agreed range of other areas.

PRINCIPAL ACCOUNTABILITIES

Key accountabilities:

- Working closely with the Principal, to take responsibility for strategy around Quality of Education, and SEN in line with the Academy's priorities and in supporting the specific needs of the children as identified on their EHCPs
- To lead on Curriculum and Assessment supporting staff to use data to inform their planning.
- Deliver highly effective personal Teaching and Learning (0.2) and develop staff to secure the same
- To be responsible for the development of middle leaders across the academy
- To line manage key identified staff and hold line managers to account
- To recruit and retain a high quality team in the line with the needs of the young people and

- the expectations of partners through safer recruitment, supervision and appraisal
- To provide strategic leadership of Academy behaviour and attendance systems in order to ensure the highest standards of student engagement, attitudes to learning, attendance and punctuality
- To be accountable for the effectiveness of the academy with regard to attendance and work with all staff in finding ways to overcome barriers to attending
- To support effective management of the budget providing an appropriate level of resourcing and value for money
- To design, implement and evaluate the CPD Programme.

Scope:

The Deputy Principal will work with the Principal to manage all aspects of the curriculum, inclusion and SEN/therapeutic needs and ensure the effective deployment of resources.

The Deputy Principal will ensure teaching standards are met.

The Deputy Principal will ensure all activities are carried out to agreed Stephenson Trust standards and in line with legislative, regulatory requirements and minimum national standards.

The post holder must have significant experience of the secondary education sector and management experience. Duties will also engage partners from the statutory and voluntary sector who can contribute to the holistic support of young people and their families.

Work Profile:

- To have overall management of a team of staff within a special SEMH academy setting
- To manage the implementation of a curriculum that takes account of the entitlement of year 5 and 6 and secondary aged students, is engaging and ensures academic outcomes
- To ensure the co-ordination of effective provision for student welfare, development and wellbeing, multi-agency support and related partnerships in order to measurably improve student outcomes
- To lead a culture of aspiration, celebration and reward in the Academy and its community
- To lead academy improvement through the perspective and engagement of parents and the community
- To ensure students have appropriate opportunities to consider careers within options guidance (Year 9)
- To develop and deliver a programme of continuous professional development for all members of the Academy in consultation with the Principal
- To work with the Principal to identify the budgetary needs of the academy, ensure effective day-to-day operational management of the budget and wider forecasting for the financial year
- In partnership with the Principal, to facilitate effective partnership working across all schools and centres and the delivery of a range of common standards and practices across the Trust
- To maintain thorough knowledge of legislation and effective practice in related areas; and ensure that all processes involved adhere to such legislation and models of best practice
- To undertake a teaching commitment as required to maximise the efficient and effective running of the academy
- To take an active role as part of the Senior Leadership Team, involving providing data for reporting to Governors
- To undertake any other duties commensurate with the grade and level of responsibility of this

post, for which the post holder has the necessary experience and/or training

Working with the Principal to:

- Raise achievement of students ensuring they make progress at least in line with expectations
- Rigorously analyse performance data, identify underachievement and set appropriate targets
- Monitor student performance and ensure appropriate intervention strategies are put in place
- Monitor the quality of Teaching and Learning ensuring appropriate action is taken to address unsatisfactory performance.
- Ensure appropriate support for students is in place in order for them to make at least expected progress
- Monitor and evaluate the impact of raising achievement strategies and action plan accordingly
- Ensure the Academy academic profile is accurate and updated on a regular basis
- Prepare detailed annual and termly reports that utilise both external and internal standards and achievements data to identify strength and areas for improvement
- Lead the effective use of appropriate data sources with teaching staff to identify strengths and areas for improvement across the Academies within the Trust
- Take a strategic lead in the preparation of detailed action plans to raise standards and achieve across the Academies and to oversee student progress to ensure all targets for improvement are met
- Support teaching staff with detailed self-evaluations and improvement plans to raise standards of attainment and achievement
- Lead on the tracking of student achievement across the Academy, identifying and monitoring cohorts of achieving and underachieving groups of learners, implementing systems of support, praise and intervention
- Take a strategic lead with the implementation of departmental student achievement tracking and monitoring systems
- Lead identified targeted intervention strategies across the Academy
- Identify programmes of learning that support disaffected learners in order that they achieve and have progression opportunities
- Take the strategic lead in the formulation of whole school CPD and evaluate the impact on students' progress.

Class teacher responsibilities:

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document
- To carry out the duties of a general class teacher including the provision of cover for absent teachers

The internal organisation, management and control of the Academy:

- To have specific responsibilities for those aspects of school management linked to the main purpose and key designated areas as outlined above and agreed upon appointment
- To contribute to:
 - Formulating the aims and objectives of the Academies within the Trust and policies for their implementation
 - A development plan which will translate school aims and policies into actions
 - Monitoring and evaluating the performance of the school and its achievements
 - Implementing the governing body's policies on equal opportunity issues for all

- staff and pupils in relation to sex, gender, race, disability and special needs
- The efficient organisation, management and supervision of school routines

Curriculum Development:

- To contribute to:
 - The development, organisation and implementation of the curriculum
 - School policies on curriculum, teaching and learning, assessment, recording and reporting
 - Ensuring that the learning and teaching provided forms a co-ordinated, coherent curriculum entitlement for individuals
 - Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the Academies with the Trust
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.

Pupil care:

- To contribute to:
 - The effective induction of pupils
 - The determination of appropriate pupil groupings
 - The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
 - The development among pupils of independent learning and self-discipline
 - The handling of individual disciplinary cases where required

The management of Staff

- To participate in the selection and deployment of teaching staff across the Academy and where appropriate within the Trust
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers and instructors in school
- To contribute to staff development policies in relation to:
 - The induction of new and newly qualified teachers and other staff
 - The provision of professional advice and support and the identification of training needs
 - Students under training/work experience
- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved person or bodies
- To maintain good relationships with individuals, groups and staff unions and associations

The management of resources

- To allocate, control and account for those financial and material resources of the Academy which are delegated by the Principal

- To promote an attractive environment which stimulates learning and enhances the appearance of the Academy
- To contribute to arrangements for the security and effective supervision of Academy buildings, their contents and grounds, including aspects of health and safety
- To maintain effective working relationships with external agencies and services contracted to the Academy and the Local Authority

Relationships

- To advise and assist the governing body as required in the exercising of its functions including attending meetings and providing reports and data/information
- To help in maintaining and developing effective communications and links with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development
- To assist liaison with other professional bodies, agencies and services
- To develop and maintain positive links and relationships with the local community/organisations and employers:
 - To promote a positive image of the Trust and the Academies within it
 - To ensure that the school plays a constructive role in the life of Milton Keynes and its community and that its curriculum draws on the nature and resources of that community

The Nolan principles

As the Deputy Headteacher you will uphold and demonstrate the Seven Principles of Public Life at all times. The principles form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Stephenson Trust is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.



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PERSON SPECIFICATION

Post: Deputy Principal

E = Essential, D = Desirable, A = Application Form, I = Interview, T = Task, R = Reference

CRITERIA		E/D	ASSESSED
Technical knowledge and qualifications	<ul style="list-style-type: none"> • QTS or similar level of professional standing 	E	A
	<ul style="list-style-type: none"> • Experience of more than 5+ years in education (Preferably more than one setting) 	D	A
	<ul style="list-style-type: none"> • Relevant experience, training or qualifications in leadership (NPQSL/NPQH) 		
	<ul style="list-style-type: none"> • Educated to degree level and/or education management qualification equivalent 	E	A
	<ul style="list-style-type: none"> • Knowledge of issues affecting student outcomes (behaviour, academic, social) 		
	<ul style="list-style-type: none"> • Good understanding of legislative framework in relation to schools and SEN 	E	I
	<ul style="list-style-type: none"> • SENDCo qualification 		
	<ul style="list-style-type: none"> • Significant success in developing the social and emotional competencies of young people with barriers to learning 	E	A/I/T
	<ul style="list-style-type: none"> • Demonstrable understanding of child protection and safeguarding processes and procedures 	E	I
Planning and organising work	<ul style="list-style-type: none"> • Strategic development of service in conjunction with schools, providers and professionals 	E	A/R
	<ul style="list-style-type: none"> • Able to develop and deliver a relevant curriculum and personalised education plans across key stages. 		
	<ul style="list-style-type: none"> • Able to develop and use appropriate assessment tools and train others to use the data to inform planning across key stages. 	E	A/T

	<ul style="list-style-type: none"> • Able to monitor and evaluate quality of provision, including teaching and learning • Able to action plan for the medium and long term within agreed parameters 	E E	T/I T
Planning capacity and resources	<ul style="list-style-type: none"> • Ability to plan, set and manage budgets • Able to lead and motivate staff • Able to engage and work with partners, understanding their service priorities 	E E E	A I/R A/I/R
Influencing and interpersonal skills	<ul style="list-style-type: none"> • Ability to communicate effectively to a wide range of audiences (schools, service providers, other professionals) • Ability to forge positive partnerships with young people and families (including those who have little regard for education) and helping them to support their child's development • High level engagement of schools, professional and voluntary sector (locally and nationally) to support progress of pupils • Successful experience of working with challenging and vulnerable young people and appropriately meeting their needs 	E E E E	I A/I/R A/R A/I/T/R
Using initiative to overcome problems	<ul style="list-style-type: none"> • Demonstrable commitment to and experience of raising standards • High level competence and experience of negotiation and conciliation • Good analytical skills with particular reference to student performance • Creative use of resources to meet service requirements 	E E E E	A/I/R I/T/R I/T A
Managing Risk	<ul style="list-style-type: none"> • Ability to quality assure risk assessments for activities undertaken by young people • Ability to assess risk and plan service response 	D E	A I
Managing Change	<ul style="list-style-type: none"> • Experience of managing and delivering change 	E	A/I/R

Accountability and Responsibility	<ul style="list-style-type: none"> • Ability to undertake tasks without direct supervision to deliver service requirements • Have a clear responsibility framework for staff • Take responsibility for overall performance of centre and team 	E E E	A/R I I/T
Managing People	<ul style="list-style-type: none"> • Successful management of a diverse team in an educational setting • Ensure staff skills are developed to meet service need • Managing service quality from providers or agencies supporting young people • Has a clear leadership vision for service delivery and improvement • Deal effectively with poor performance 	E E E E	A/R A/I A/I A/R/I A/R/I
Managing Resources	<ul style="list-style-type: none"> • Commissioning of services from external providers 	D	A/R

Other Information – you will need to be confident that you can meet both requirements set out below

Able to travel to meet service delivery requirements

Please submit with your application form a statement in support of your application that outlines how you feel you meet the criteria set out above, particularly those areas assessed through the application form. The statement in support should be no more than three pages of A4 in length and should also indicate why you are interested in the post

This Job Profile is a guide to the work that you will be initially required to undertake. It may be altered from time to time to meet changing circumstances. All members of staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person so as to allow for the effective running of the school. This Person Specification does not form part of your contract of employment.

Stephenson Trust is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.

The Recruitment Process

Indicative Timeline

- Advert Closing Date: 12.00pm on Friday 28th June 2024
- Shortlisting: Monday 1st July 2024
- Invitation to Interview: Wednesday 3rd July 2024
- Interview Dates: Monday or Tuesday 8th or 9th July 2024

Further Information

If you would like to discuss the role in more detail or require any further information or to request an Application Form please contact Eileen Hoo-Gouvea via email at recruitment@Stephensonmktrust.org.uk on 01908 889400 ext. 1412 and she will arrange for the CEO to contact you for this discussion.

Safer Recruitment

References

If you are shortlisted for this position we will normally take up references before the interview date. One of your referees must be your current or most recent employer. Two or three satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Disclosure & Barring Service Check (DBS Disclosure)

Employment is subject to an enhanced check with the Criminal Records Bureau. Checks will also be made against List 99 and under Section 128. All such checks must be satisfactory before we confirm any offer of an appointment. Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are several jobs where we must take account of convictions, even though they are ‘spent’. All posts in the Trust are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

Validation of Qualifications

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask

for proof of this at interview stage, where you will be asked to provide some original documentation e.g. your passport, to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A confidential pre-employment health declaration will need to be completed if you receive an offer of employment. A satisfactory medical assessment may be required before we confirm any offer of an appointment.

Child Protection

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior leaders who are responsible for referring and monitoring any suspected case of abuse. All members of staff receive training in line with our child protection policy.

Code of Conduct and Personal Behaviour

The Trust believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all people in the community. The Trust regards everyone working in our academies as role models to our students. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values set out in Part 2 of the Teacher Standards. While registered teachers are bound by the Standards, the Trust considers the principles to apply to all staff employed by it.

Equal Opportunities

The Trust is committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

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